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ABSTRACT

Covering a 2-year period (1974-76), this project conducted in Baltimore County, Maryland, demonstrated that an area-coordinated placement service should be part of the educational program of a school system. Project objectives were to serve as a job locating service to junior and senior high school students, to provide employers with a single source of initial contact with potential employees in the project area, to gather and maintain current information on area job needs, to relieve job coordinators of some jobseeking functions, to improve placement of students, and to determine effective methods of evaluating placement efforts. To accomplish these objectives, the following activities were engaged: (1) Developing and staffing a job placement center with strategies for cooperating with existing placement and for interviewing students seeking employment, (2) coordinating contacts and communication with business and industry, and (3) computerizing the recordkeeping function of the center. A computer-based employment service was developed, made operational, and provided assistance to various categories of clients. Conclusions based on observation and data analysis centered around (1) advantages of an area job placement service within a vocational-technical center, (2) realism of objectives and extent to which they were met, and (3) factors affecting placement. The placement service was evaluated as successful by third-party evaluators and recommendations were made. This report includes a full description of the project. Appendixes contain forms, newsletters, and bulletins used in the project. (TA)

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FINAL TECHNICAL REPORT

Project No.: V0269VZ

Grant or Contract No.: OEG-0-74-1647

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

Research Project in Vocational Education Conducted Under
Part C of Public Law 90-576

The project report herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors or grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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SUMMARY

Time Period

The Western Computer Assisted Placement Service (WCAPS) project was issued a grant for an eighteen-month period initially. The proposed beginning and ending dates were June 30, 1974 through December 30, 1975. Concurrent with the submission of the interim report, a request for a six-month extension was made. Fortunately, the extension was granted, and with this, the new termination date for federal funding became June 30, 1976.

Goals and Objectives of the Project

The major goal of this project, as set forth in the proposal, was to demonstrate to the educational community of Baltimore County, the State of Marylnnd, and the nation as a whole that an area-coordinated placement service should be a part of the educational program of all school systems and that, as such, it deserves the same funding and prestige as the usual and tratitional collegiate placement services. Briefly stated, the objectives were as follows:

A. To serve as a job locating service to students.

B. To provide employers with a single source of initial contact with potential employees in the Southwestern Area of Baltimore County.

C. To gather and maintain current information on area job needs.

D. To relieve job coordinators of some job-seeking functions.

E. To improve placement of students.

F. To determine effective methods of evaluating placement efforts.

Procedure

In order to accomplish the goals and objectives listed in the previous section, the following activities were engaged: (1) the development and staffing of a job placement center with strategies for cooperating with existing placement and for interviewing students seeking employment, (2) the coordination of contacts and communicatinn with business and industry, and (3) the computerization of the record-keeping function of the center.

With the progression of the project, refined operational procedures emanated. Most of these procedures are included in the WCAPS Job Placement Manual, which is under separate cover and submitted with this report.

WCAPS profited greatly from experiences reported by the Akron-Summit County Schools' job placement report entitled "Placement". Some of the operational format is similar except that more existing structure is used, and efforts are tied in with the community college.

Results and Accomplishements

Under the advisement of various groups (including educators, specialists, coordinators, employers, and counselors) methods and procedures were developed and redesigned with the ultimate aim of making the project a "pacesetter". WCAPS did gain recognition as a model. A computer-based employment service was developed, made operational, and provided assistance to various categories of clients.

Evaluation

WCAPS was evaluated by Dr. Walter Mietus, of the University of Maryland, and his assistants. Dr. Mietus's report apppears in the Evaluation section. Dr. Mietus served as an independent, external evaluator.

In addition to the external evaluation, Dr. Donald McBrien, Guidance Supervisor for the Board of Education of Baltimore County, and his advisory committee conducted informal evaluations during meetings. Based upon evaluations and observations, a subcommittee headed by Dr. McBrien formulated recommendations for future years.

Conclusions and Recommendations

The conclusuons in this report are centered around: (1) the advantages of an area job-placement service within the organizational plan of a vocational-technical center, (2) the realism of the objectives and the extent to which they were met, and (3) factors that affect placement. These conclusions are founded upon observations and analyses of data.

Despite an adverse economic period, the placement service was evaluated as successful. The Recommendations Subcommittee took into account a thorough analysis of several facets of the operation of this placement service when it undertook the task of developing a set of recommendations pertaining to placement services. These recommendations--a copy of which is included in the body of this report--were forwarded to the Board of Education of Baltimore County Superintendent's staff for approval.

PROBLEM STATEMENT

Baltimore County is a rapidly growing suburban area which is typical of areas around most of our large cities. Growth has followed the building of transportation arteries and has formed pockets of commercial and industrial development. Information on the direction of employment change was nonexistent for the area where most of our students seek employment.

The form of education in the Baltimore County junior and senior high schools is in the process of change. One aspect of this change is the increased emphasis on the value of work experience as a part of many students' education while they are still enrolled in school. The number of job-oriented programs available to students has greatly increased, seniors attending school on part-time bases have become prevalent, more programs with work-study as a goal now exist, and the schools are assuming a responsibility for the work adjustments of students who leave school. This multiplicity of programs had conceivably resulted in a confusing situation for employers, school-based personnel, the public, and the students themselves.

During the time which this project had its inception, employment efforts which were being made by diverse educational groups in the Southwestern Area of Baltimore County appeared to be inefficient and counterproductive. In 1974, there were thirteen different county high-school sponsored work-study options, one junior high work program, two special education job developers, twelve vocational center work programs with two job developers, six job supervisors, and four community college work-study programs with a coordinator within the geographical area where most of our students gain employment. Under such an uncoordinated system, an employer could have twenty-five educational representatives calling in order to develop jobs for their clients.

In addition to these duplicated efforts, each year there are usually 2,500 senior high students who are eligible to participate in senior part-time programs designed to provide alternate education programs for students. The school system estimates that about twenty percent of these seniors will be seeking employment during ensuing school years. Seniors who participate in this part-time program, after a determination by their parents and school authorities, are permitted to either enroll in college-credit programs or work for a portion of their school day. Previously, there was no attempt to assist part-time students in locating employment meaningful to their future career interests. Graduates from the community college and the five local senior high schools further cloud the employment picture with a possible June graduation of 3,200 total students each year.

The dropout rate from high schools in Baltimore County has been five percent per year. School dropouts become a part of the potential work force; they are usually hard to place and are largely unserved by any employment service.

Growth was reflected in the number of work-oriented programs in the senior high schools which we serve, as depicted in TABLE I.

TABLE I. COOPERATIVE EDUCATION PROGRAMS

	1973 - 1974	1974 - 1976
Diversified Occupations	4 schools	5 schools
Distrubutive Education	2 schools	2 schools
Cooperative Office Education	2 schools	3 schools
Vocational Carpentry	1 school	1 school
Vocational Horticulture	1 school	1 school
Career Oriented Program	--------	1 school
Career Development Program	--------	1 school

The aforementioned programs give students an opportunity to become productive members of society for at least a portion of their last year in school. The exception is the Career Oriented Program (COP) which is offered to tenth graders at Woodlawn Senior High School. In addition, Western Vocational-Technical Center increased its work programs from twelve to thirty-two in the fall of 1975.

Prior to this project, one junior high school--Johnnycake--had a career program for selected dropout-prone ninth-grade students. In the fall of 1974, however, other area junior high schools--Arbutus, Catonsville, Sudbrook, and Woodlawn--started similar programs.

Catonsville Community College is also located within the area served by Western and has over thirty career programs which teach vocational skills at a more technical level. In addition to the four formal cooperative programs in Electronics, Data Processing, Architectural and Industrial Design, and General Education, Catonsville Community College has many part-time students who hold full-time jobs in their fields.

While this project has its vein of uniqueness, it should be reiterated that credit should be extended to Mr. Raymond A. Hasil for sharing the materials developed by the Akron-Summit County Public School Placement Services of Ohio. (4, 5, 6 & 7)*. A review of literature reaffirms the position that Akron's placement program represents a "grandfather" in the area of placement; it is one of the first programs in the United States to provide a coordinated, developmental approach to placement services for small or large school systems or individual schools, as need may be. (9:51)*

In reference to the uniqueness of the Western Computer Assisted Placement Service as contrasted to the Akron-Summit County Placement Service, there are several differences. Among the most pronounced are

*Numbers refer to references in the bibliography.

(1) WCAPS used a computer system instead of a unit record system, and (2) WCAPS serviced a broader category of clients instead of limiting the clients to a select group--the disadvantaged.

Needless to say, the computer system gave WCAPS more sophisticated advantages in records management and reporting. In this respect, and others, WCAPS is truly a model.

The Western Vocational-Technical Center ventured into the establishment of this federally funded research and demonstration project (1) to provide services to four kinds of clientele, (2) to systematize and centralize placement activity, and (3) to provide data for curriculum program evaluation design and redesign. These needs were incorporated in the objectives which are discussed in the next section of this report.

GOALS AND OBJECTIVES

WCAPS was established to systematize educational employment relations among Western Area Baltimore County schools and the business community.

This project was pursued with the intent of developing a model placement service through the development of several prescribed objectives. The objectives as stated in the proposal are as follows:

A. To serve as a job locating service to students for

1. career exploration through volunteer and paid limited duration positions
2. permanent placement for graduates and those terminating before completion of a program

B. To provide employers with a single source of initial contact with potential employees in the Southwestern Area of the county to facilitate

1. controlling the number of students sent to a specific job
2. making all area employers aware of school-sponsored work programs
3. centralizing the operation and administration of placement activities
4. improving relationships with potential employers

C. To gather and maintain current information on area job needs for

1. future career planning by students
2. future vocational-technical planning

D. To relieve job coordinators of job seeking functions so that they may

1. provide students with closer job supervision
2. handle larger loads of students
3. facilitate the maintenance of records on student experiences and employer cooperation
4. work with employers to improve the quality of on-the-job learning

E. To improve placement of students by

1. making students aware of local employment demand
2. better matching of student potential and job requirements
3. emphasizing the exploratory nature of part-time placement
4. completely canvassing all opportunities for placement

F. To determine effective methods of evaluating placement efforts by

1. conducting employer and employee follow-ups
2. tabulating the frequency of usage of para-professional personnel by students and employers
3. itemize the cost per placement

DESCRIPTION OF THE PROGRAM

General Description

The focus of the Western Computer Assisted Placement Service was to provide students, through existing programs, a method of matching their career goals with an occupational setting where maximum growth would occur. The placement service also addressed itself to providing exploratory placement to students on alternate senior-year programs, early school leavers, and part-time students.

The participating schools in the project were as follows: Arbutus Junior High, Catonsville Junior High, Catonsville Senior High, Lansdowne Senior High, Milford Mill Senior High, Johnnycake Junior High, Randallstown Senior High, Sudbrook Junior High, Woodlawn Junior High, Western Vocational-Technical Center, and Catonsville Community College.

WCAPS encouraged direct contact with early school leavers, students on a part-time basis, and graduates who were seeking full-time, permanent employment. During the 1974 - 75 school year, WCAPS personnel visited the five participating senior high schools (Catonsville, Lansdowne, Milford Mill, Randallstown, and Woodlawn) to survey the graduating seniors. These surveys were conducted during a portion of their English classes, at which time the students were required to complete a Student Information Form. (See Appendix A.) Of the 2,662 graduates surveyed, 1,345 were male and 1,317 were female. Black, Caucasian, Spanish, Oriental, and other ethnic origins comprise those surveyed. During the 1975 - 76 school year, however, it was deemed necessary to change the Student Information Form. (See Appendix B.) During the second year of operation, senior registration was done on a purely voluntary basis. To stimulate student interest, an advertising campaign was conducted.

A student file was developed as clients were interviewed by WCAPS. This file provides data such as student names, addresses, birth dates, and vocational programs.

Surveys of area business establishments were conducted to gather data to build a computerized file and to determine the present and probable future job openings. The students' capabilities were matched with available jobs.

Both the student file and the employer file were maintained by computerization. Detailed procedures for computerization appear in the Documentation Manual. As jobs were located and filled, a continuous updatign of information in the computer provided statistical data for future counseling and program planning.

Staffing, Advisory Groups, and Facilities

The staffing process began with interviewing in July, 1974, and was initially completed in mid-October of the same year. A manager, three job developers, a clerk-typist, a part-time computer operator, a computer programmer, and two part-time keypunch operators comprised the team. The contractual services of the external evaluator, Dr. Walter Mietus, were engaged.

During September and about half of October of 1974, WCAPS got off to a start while being situated in a section of the Guidance Conference Room at Western Vocational-Technical Center. At a later time the move to the placement trailer occurred.

Multilateral input in the form of staff and advisory meetings guided the direction of the placement service. The staff shared in the development of forms, procedures, and placement service activities. The original Joint-Planning Committee was reactivated under the name of Advisory Committee.

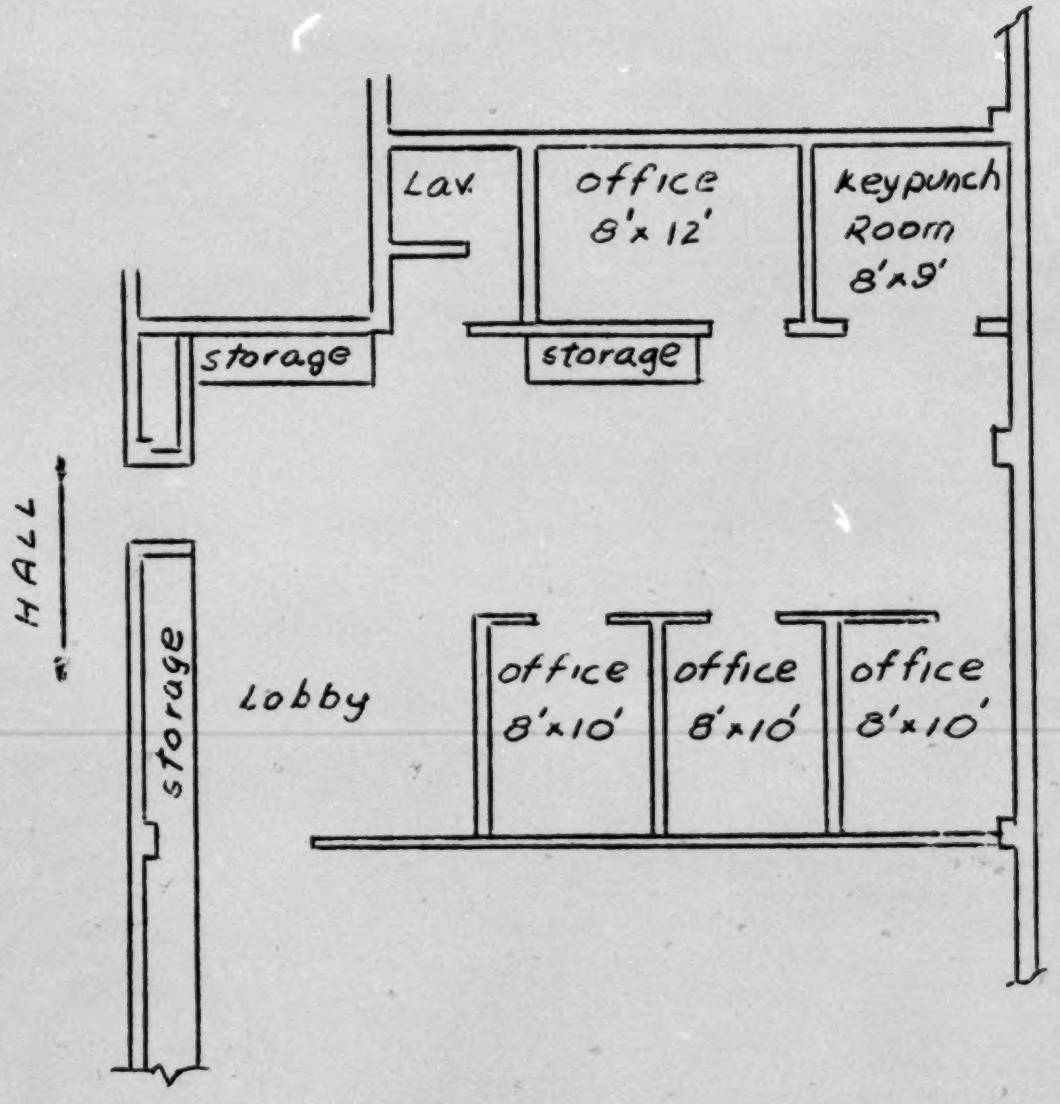
An Employer Advisory Committee and a Coordinator Advisory Committee were established. Additionally, there were meetings with Pupil Personnel Workers and Guidance Department Chairpersons. By July of the first year of operation (1975), there had been a turnover of two-thirds of the job development staff. The employment of new people and the consequent learning of the tasks involved caused a slight delay in job placements. However, as time progressed, the dedication and enthusiasm of the replacements resulted in an increased number of job placements.

An analysis of the work load in December, 1975, revealed a need for still another person--a part-time data clerk. Fortunately, this need was met by the employ of a very competent student from the Data Processing Department who was hired under a work-study agreement.

WCAPS made another move on April 6, 1976. This eventful move was from the outgrown and inconvenient trailer to remodeled offices in the school building. The WCAPS facility appears on the next page.

Employment Resources

Work-study and full-time, permanent placements occurred in a growing list of businesses. The establishment of a comprehensive data base for this growing list of potential employers simplifies where to look for some jobs. Most of the cooperative education personnel in the participating schools shared their previous employer contacts by recording basic data on employer forms (See Appendix C) supplied by WCAPS. Prior contacts used by job placement personnel were also channeled to WCAPS. It was found necessary to carefully examine employer data to avoid duplication and changes in information. Before being computerized, each employer was assisgned a unique three-part WCAPS identification number. A frequently requested computer printout lists employers by ZIP code. An alphabetical listing is another version of an employer printout.



WCAPS FACILITY

AREA 1200 Sq. Ft.

RESULTS AND ACCOMPLISHMENTS

The results and accomplishments of this project emanated from a composite of the activities geared toward meeting the objectives. The objectives and activities appear in the following table.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

TABLE II. ACTIVITIES GEARED TOWARD MEETING OBJECTIVES

OBJECTIVES	ACTIVITIES
A. To serve as a job locating service to students for 1. career exploration through volunteer and paid limited duration positions 2. permanent placement for graduates and those terminating before completion of a program	Engaged in job search activities (on-site visits, telephone calls, and some direct mail) to discover job openings. Utilized classified ads and public relations contacts also. Located part-time and full-time positions for short-term or permanent duration. Titles of jobs run a wide gamut. Referred jobs to clients in each of the categories (graduates, dropouts, and waiver students.) Additionally, there was relatively heavy concentrating on making job-lead information available to coordinators.
B. To provide employers with a single source of initial contact with potential employees in the Southwestern Area of the county to facilitate 1. controlling the number of students sent to a specific job 2. making all area employers aware of school-sponsored work programs 3. centralizing the operation and administration of placement activities 4. improving relationships with potential employers	Internally, limited the number of applicants sent to apply for a specific job to three. Used printed media (brochures and newsletters) as part of the public relations program (See Appendices D through F.) Emphasized prompt follow-ups on job leads. Was under the advisement of an eight-member Employer Advisory Committee. Maintained computerized job bank files in the format of transaction reports.

C. To gather and maintain current information on area job needs for 1. future career planning by students 2. future vocational-technical planning	Made reference to Labor Department publications and statistics. Made periodic visits to the Maryland State Employment Service (Department of Human Resources). Compiled lists of job needs supplied by area employers. Published a random sampling of some of the most relevant area job information.
D. To improve placement of students by 1. making students aware of local employment demand 2. better matching of student potential and job requirements 3. emphasizing the exploratory nature of part-time placement 4. completely canvassing all opportunities for placement	In the conduct of a pre-employment interview, student interview strengths were assessed. Additional interview preparation was emphasized. "Red Hot" Tips on How to Keep Your Job have been developed." If employment goals were realistic, conscientious efforts were employed to match a student's potential and job requirements. Registered a growing list of employers on computer file. Maintained a pragmatic data base on each employer.

OTHER ACTIVITIES

1. Operated under the structure of three prongs of services--pre-employment, placement, and follow-up.
2. In cooperation with the respective Guidance Departments, Pre-Employment Mini Courses were conducted at Milford Mill Senior High School and Lansdowne Senior High School. Slightly modified courses were conducted at WVTC.
3. Pre-Employment materials were developed and published.
4. Invitations were accepted to appear before groups.
5. Scheduled employment testing.
6. Utilized internal evaluation techniques.

Computerization

A significant accomplishment was in the area of computerization. Computerization facilitated file maintenance and report generation.

The use of the Memorex 50 Computer System in the Data Processing Department of Western Vocational-Technical Center greatly enhanced the development of the placement service. Under the able direction of Mr. Alan Knauer, who rendered contractual services in the area of data processing, a somewhat unique system was developed. A copy of the Computer Documentation Manual is under separate cover. This 243-page volume is designed to provide a means through which an interested party may trace the data processing methods and procedures developed for this project.

The Computer Documentation Manual is intended to provide guidelines for the interface between a data processing department and an interested user of MCAPS computer services. The manual is to be used as a common frame of reference for anyone requiring information about the activities of the data processing department as related to this project.

This manual explores in detail the three broad areas, the understanding of which is necessary to implement a computer-assisted job placement service. The manual is divided into the following three sections:

1. File Maintenance. This section concerns itself with the data entry procedures necessary to the establishment and maintenance of the data base.

2. Report Programs. Report programs are those which produce printed output and are the methods of feedback to the user.

3. Operating Instructions. These are the procedures the data processing department must recognize to implement and maintain the system.

Since no manual is essentially a user's guide to the data processing application, no program listings are included. They are, however, available in another manual.

Computerized Files. The basic computer files are as follows:

1. Student File. This file contains all of the students who have registered for service and, thus, have encountered a pre-employment interview. Student names, addresses, phone numbers, home school, and numbers, dates of birth, and job-related courses and programs are computerized.

2. Employer File. This file contains pragmatic data about each employer. This information includes the employer's name, address, and telephone number; the Standard Industrial Classification (SIC) Code; company size according to the number of employees; and the program areas in which there are opportunities for job placement. Prime contact persons are also listed for some employers.

3. Program Maintenance File. This is a codes file. Codes have been established for coordinators, employers, job descriptions, student groups, school job-related courses and programs, job referrals, hires, and why clients are not interested in a specific job.

Computerized Reports. The following computerized reports have been developed:

1. Transaction Report. This report is a composite of the transpirations during the disposition of job orders. A single transaction reflects such items as student or coordinator name, number and school; employer number; job order number; job description code; job order initiator code; transaction and result dates; referral and result codes; student group code; full-time or part-time code; and the rate of pay.

2. Result Report. This report is an outgrowth of the transaction report; it is a summary report. The report summarizes by program within each school the number of job referrals to students and to coordinators, the number not interested, the hires and the non-hires. The report displays school totals as well as grand totals.

3. Reason Report. This report, too, is a summary report. It reflects by program within each school the number of clients who were not interested in a specific job opening for various reasons. The not-interested reasons are too far under skilled, unacceptable reason, no transportation, over skilled, no response, unacceptable salary, unacceptable hours, and has job.

4. Occupational Placement Report. This report is also a summary report. It spells out the job description categories and indicates the number of students and coordinator hires as well as the non-hires on prescribed occupational areas. These data are arranged by school. Grand totals are also displayed.

5. Placement Report by Employers. This report indicates by employers the o-cupational job categories under which WCAPS clients were hired or not hired. In other words, it is another means of tabulating the outcome of job interviews.

Pre-Employment Services

Pre-employment, placement, and follow-up are the components of the placement service. Pre-employment services are offered in an informal, individualized manner as well as a more pronounced, formal manner in the format of a mini course.

Pre-Employment Interview. Each client (graduate, dropout, or waiver student) experiences a pre-employment interview. During the pre-employment interview, the student-interviewee officially registers for placement services by completing a Student Information Form. The interview strengths are assessed, and he or she is "groomed" for an actual job interview.

Pre-Employment Mini Course. The Pre-Employment Mini Course was developed to offer systematic, sequential approaches to those vital topics of which one should have command when preparing for entrance into the world of work. The topics are as follows:

1. Your Occupational Choices
2. Where to Look for Jobs
3. Applying for a Job
4. After You Are Hired
5. You, Your Employer, and Your Co-Workers
6. Your Progress on the Job

In order to exhaust the above topics adequately, varied resources were utilized. In addition to commercially produced audio-visual materials, speakers from business and industry were engaged, and booklets developed and published by WCAPS were utilized. Pre-Employment materials developed by WCAPS are being submitted under separate cover.

Job Placement

Job referrals and hires for each participating school are shown on pages 15 and 16. The reader should keep in mind that a more comprehensive record is contained in the computerized records. Also, manual records (source documents) have been retained.

Job placements occurred in a gamut of occupations, requiring various levels of skills. An example of such diversity, was extracted from the job bank data, gathered by WCAPS staff. Tables III, IV, and V show the opportunities that were available during the months of November, 1975; February, 1976; and June, 1976. A further indication of job-placement success is inherent in the initial follow-up report. (See Appendix G.)

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

JOB PLACEMENT REPORT

SCHOOLS	September 1, 1974 thru May 31, 1975		June 1, 1975 thru April 26, 1976		April 27 thru June 30, 1976	
	REFERRALS	HIRES	REFERRALS	HIRES	REFERRALS	HIRES
Sudbrook Junior High						
Work/Study	0	0	6	0		
Woodlawn Junior High						
Work/Study	10	5	0	0		
Catonsville Senior High						
Work/Study	6	0	11	6	0	0
Graduates	14	2	81	8	51	8
Waiver	0	0	2	1	0	0
TOTALS	20	2	94	15	51	8
Lansdowne Senior High						
Work/Study	25	4	32	14	0	0
Graduates	6	4	90	10	1	0
Dropouts	0	0	2	0	0	0
TOTALS	31	8	124	24	1	0
Milford Mill Senior High						
Work/Study	4	2	18	2	0	0
Graduates	5	2	64	9	28	2
Waivers	0	0	2	1	0	0
TOTALS	9	4	84	12	28	2

(continued from page 15.)

SCHOOLS	Sept. 1, 1974 thru May 31, 1975		June 1, 1975 thru April 26, 1976		April 27 thru June 30, 1976	
	REFERRALS	HIRES	REFERRALS	HIRES	REFERRALS	HIRES
Randallstown Senior High						
Work/Study	8	1	7	4	0	0
Graduates	16	1	25	8	14	3
Waivers	0	0	3	0	0	0
TOTALS	24	2	35	12	14	3
Western Vocational-Technical Center						
Work/Study	166	91	97	43	57	25
Woodlawn Senior High						
Work/Study	26	15	12	3	2	2
Graduates	19	3	102	17	38	5
Dropouts	0	0	2	1	1	0
TOTALS	45	18	116	21	41	7
Special Education	0	0	2	0		
College Students	0	0	25	2	3	1

TABLE III.: FREQUENCY OF JOB ORDERS

NOVEMBER, 1975

Job Titles	Number of Openings
Banquet Helper	2
Bus Boy	1
Cashier	3
Clerk-Typist	2
Computer Clerk	1
Computer Operator	1
Computer Programmer Trainee	1
Data Entry Clerk	3
Draftsman	1
Electronics Trainee	3
Garage Helper	1
Keypunch Operator	1
Kitchen Porter	1
Lab Technician	1
Machinist	1
Machinist Trainee	1
Office Clerk	1
Printer's Helper	1
Salesperson	4
Secretary	1
Shampoo Person	1
Stock Person	1
Waitress	1
Warehouseman	1
TOTAL OPENINGS	35

TABLE IV.: FREQUENCY OF JOB ORDERS

FEBRUARY, 1976

Job Titles	Number of Openings
Auto Parts Driver	1
Auto Parts Counterperson	1
Bookkeeper	1
Bus Boy	1
Cashier	3
Clerk-Typist	3
Clerical Assistant	1
Computer Clerk	1
Computer Programmer	2
Concession Clerk	1
Doorman	1
Draftsman	1
Factory Helper - Warehouseman	1
File Clerk	1
Furniture Handler	1
Keypunch Operator	2
Kitchen Helper.	1
Mechanic Helper	2
Motorcycle Mechanic	1
Office Clerk	1
Pin Chaser	1
Proofing Clerk	1
Receptionist	1
Receptionist - Secretary	1
Salesperson	4
Secretary	4
Security Officer	1
Stock Clerk	1
Switchborad Operator	1
Tape Librarian Trainee	1
Typist	1
Usher	1
Vending Hostess	1
Warehouseman	2
TOTAL OPENINGS	48

TABLE V.: FREQUENCY OF JOB ORDERS

JUNE, 1976

Job Titles	Number of Openings
Accounting Clerk	1
Air Conditioning Checker	1
Antenna Installer	1
Auto Mechanic Trainee	2
Auto Serviceman	2
Bookkeeper	1
Bricklayer	2
Clerk-Cashier	1
Clerk-Typist	6
Computer Operator Trainee	1
Cook Trainee	1
Delivery Person	1
Dispatch Clerk	1
Draftsman	2
Driver	1
Electronics Technician	1
Engineering Aid	1
Factory Worker - Welder	1
Gardener	1
Hardware Clerk	1
K-9 Trainer	1
Keypunch Operator	1
Machinist	1
Machinist Helper	1
Mechanic	1
Medical Secretary	1
Microfilm Clerk	1
Motorcycle Mechanic	1
Office Clerk	2
Outdoor Maintenance Person	1
Press Operator	1
Printer's Helper	2
Receptionist	1
Refrigeration Apprentice	1
Salesperson	1
Secretary	3
Stereo Troubleshooter	1
Stock Clerk	1
Technician Trainee	1
Waitress	1
Welder	1
TOTAL OPENINGS	54

Dissemination Media

Newsletters. Monthly issues of the WCAPS Newsletter highlighted the focus of work-study programs and options at Western Vocational-Technical Center and a description of each of the various cooperative education programs. This public relations strategy kept employers informed about the availability of many potential employees through the educational experience programs on some of Baltimore County's schools.

An accounting of a growing list of employers follows:

Month	Employers on Mailing List
October, 1975	1,200
November, 1975	1,309
December, 1975	1,429
January, 1976	1,478
February, 1976	1,483
March, 1976	1,598
April, 1976	1,632
May, 1976	1,650

Sample newsletters appear as Appendix E.

Bulletins. The Bulletin was published on a monthly basis. Each month over 1,200 copies were circulated among Board of Education officials and school personnel at each of the participating schools. Articles in the Bulletin treated such items as placement procedures and activities, job-bank data, area job-trend analyses, interview techniques, and placement follow-up. Three issues of the Bulletin appear in Appendix H.

Role Playing. A script which gives a vivid description of WCAPS was written by one of the job developers in the fall of 1975. The roles of the job developer, the student, the employer, and the computer were played by members of the audience along with WCAPS staff persons. Presentations were made at various meetings, including a Maryland State Department of Education Career Education Conference, an Advisory Committee Meeting, a Faculty Meeting, and a Guidance Department Meeting.

THIRD-PARTY EVALUATION

THIRD-PARTY EVALUATION REPORT - 1975-1976

Project No.: U. S. Office of Education V0269VZ

Grant or Contract No.: U. S. Office of Education
OEG-0-74-1647

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

Research Project in Vocational Education Conducted Under

Part C of Public Law 90-576

The project report herein was performed pursuant to a grant from the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors or grantees undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Written by: Dr. Walter S. Mietus

Submitted to:

Dr. George Gabriel, Project Co-Director
Mr. Kenneth Smith, Project Co-Director
Board of Education of Baltimore County
100 Kenwood Avenue
Baltimore, Maryland 21228

Date: July 7, 1976

THIRD-PARTY EVALUATION

Introduction

This section of the Final 1976 Report was written by a third-party evaluation team consisting of Dr. Walter S. Mietus and Mr. Raymond Schisler, a graduate student at the University of Maryland. Dr. Mietus was identified as the third-party evaluator in the proposal which was submitted for funding; whereas, Mr. Schisler was included as an assistant in January to June, 1976.

This section was written with consideration to the provisions of the Federal Register, Volume 35, No. 143, July 24, 1970, entitled Research and Training, Exemplary and Curriculum Programs in Vocational Education. Under section 103.45 Program Accountability and Evaluation Procedures, a third party shall determine the effectiveness of the program by considering the following points:

a. the extent to which the objectives of the program or project had been accomplished

b. what factors either enabled or precluded the accomplishment of the objectives, and

c. to promote the inclusion of the successful aspects of the program or project into vocational education programs supported with funds other than those provided under the grant.

Evaluation Team Procedures

Throughout the first year of operations the evaluators were included in all planning meetings called by the component leaders of the project. The democratic behavior of the leaders provided positive acceptance and assurance of the value of ideas from the evaluation team. Continuous formative evaluations were provided at all meetings. This input often led to problem-solving and decision-making processes in which corrective actions and priorities were developed by consensus of all staff with due consideration of the objectives set forth in the proposal.

The team developed and used special forms (See Appendix A of the Annual Report 1975) on which objectives of the project were listed. These were used during and after all meetings, formal and informal. Significant decisions, plans, concerns, problems, etc., which were dealt with by the leaders and staff of the project were categorized and classified into these special forms. If some actions were questionable; i.e., if they did not fit into the structure of the objectives, the discrepancy was reported back to the appropriate leaders as feedback for future meetings. These have led to changes made by consensus and improvement in the implementation strategies for the success of the project.

This formative evaluation process also included:

a. Identifying and defining needs to established goals.

b. Collecting descriptive information and data about all components in the field.

c. Guiding internal or self-evaluation of each major component.

d. Conducting liaison activities between field operations and the project directors.

e. Relating the objectives of the project to

   Input resources and conditions
   Process treatments and transaction
   Output products and performance

f. The development of instruments and implementing various obstrusive and unobstrusive strategies for obtaining summative type data.

Limitations

1. The information presented herein by the evaluators represented fewer activities of the real efforts of the project staff because more action and activity occurred than were monitored by the two-man evaluation team working part-time. The assistant evaluator put in 120 hours of effort before he left the University and the project.

2. The impact of the project on job coordinators and guidance staff in Baltimore County was assessed on a questionnaire survey. The instrument was only checked for face validity. The survey and its findings were reported in the Annual Report of 1975.

3. Interviews and on-site, unannounced visitations were used on occasion. Records, files, and written materials of the project directors were reviewed. All but three meetings were attended by one or both of the evaluation team.

Method of Presentation

Evaluative information was extracted from the special log forms used by the evaluation team. (See Appendix of Annual Report 1975). These were used by first listing the project objectives followed by assessments jointly arrived at by the evaluators. This report was generated by summarizing the information written on these log forms.

EVALUATION VIA STATED OBJECTIVES

AND PERFORMANCES

The stated objectives taken directly from the contract are presented below for the purpose of reference which will be necessary for understanding the evaluators' judgments. It will also be necessary for the reader to have a complete copy of the contract to follow discussions on points of change, impediments, and phases of success.

Description of Program

The focus of the Computer Assisted Placement Service was to provide students, through existing programs, a method of matching their career goals with an occupational setting where maximum growth would occur. Existing personnel in participating schools also registered students eligible for the program. Computerization of this information was used as a base to provide Job Developers with direction for their efforts. Each Job Developer located opportunities for student employment. As jobs were located, a cooperating school, with students registered who fit the employer's needs, was assigned to send out applicants for placement. As jobs were located and filled, a continuous updating of information in the computer provided statistical data for future counseling and program planning.

Objectives

A. To serve as a job locating service to students for

1. career exploration through volunteer and paid limited duration positions
2. permanent placement for graduates and those terminating before completion of a program

B. To provide employers with a single source of initial contact with potential employees in the Southwestern Area of the county to facilitate

1. controlling the number of students sent to a specific job
2. making all area employers aware of school-sponsored work programs
3. centralizing the operation and administration of placement activities
4. improving relationships with potential employers

C. To gather and maintain current information on area job needs for

1. future career planning by students
2. future vocational-technical planning

D. To relieve job coordinators of job seeking functions so that they may

1. provide students with closer job supervision
2. handle larger loads of students
3. facilitate the maintenance of records on student experiences and employer cooperation
4. work with employers to improve the quality of on-the-job learning

E. To improve placement of students by

1. making students aware of local employment demand
2. better matching of student potential and job requirements
3. emphasizing the exploratory nature of part-time placement
4. completely canvassing all opportunities for placement

F. Determine effective methods of evaluating placement efforts by

1. conducting employer and employee follow-ups
2. tabulating the frequency of usage of para-professional personnel by students and employers
3. itemizing the cost per placement

Objective A

As reported in August 1975, the first part of Objective A was achieved to a reasonable degree. One hundred plus locations were identified for students to choose volunteer work, also a number of students were known by the evaluators to have been placed in part-time work. In June of 1976, the placement of students into summer jobs with potential for permanent positions was up to 40 percent of the 200 students seeking placement.

The WCAPS did place 79 students in 22 occupational areas from September 1974 to February 1975. And to the end of May 1975, approximately 200 students have been placed in jobs. The students were drawn from the nine-school areas serviced by the center.

From June 1975 to June 1976, seven hundred and ten referrals were made with 161 students being hired.

Against a background where unemployment for all age groups runs around nine percent and three times this much for youth, much effort was spent to achieve the recorded placements.

Objective B

Significant effort and success on the part of the WCAPS staff has been witnessed by the evaluators in the implementation of this objective. The placement system with its built-in measures have controlled the number of students reporting to employers for jobs. This system and its operation are clearly defined in the software produced by the project staff and is replicable.

The fact that total centralization of placement activities has not been achieved does not detract from the system developed. Total centralization impediments stemmed from vested interests and apprehensions of job loss on the part of county-wide teacher coordinators and not the WCAPS system.

Objective C

WCAPS provided adequate services to five cooperating schools and their students. Placement information flowed from the center in the form of newsletters, bulletins, posters and announcements by school staff of the available services from WCAPS. Over 200 students were interviewed and their job interests, age, sex, ability to travel, etc. were recorded. This was synchronized with job development efforts at the center. Over 40 percent were placed at the time of a visit by the evaluating team.

The staff of the center has developed a system and produced and installed forms for keeping track of a job opening by using a Job Order Form. This form has a place for needed information about a job they become aware of. On the back there is space to record the information about any student sent to be interviewed or placed on the job. Key information was coded and computerized. The system is well described in other documents developed by the center.

These records are kept in a central file in the WCAPS office are are updated when a new opening is found. The staff job developer then checks through the Student Information Forms to determine if the center has a student on file who can fill the job. If the student is available, he or she is called into the center's office and presented the job openings information. Next, the student would have an interview for that position. A record is on the back of the Job Order Form of which students were sent for the position and the results of the interview.

If the center does not have a student on file who could fill the position, the job opening is referred to one of the school teacher-coordinators for disposition. The teacher-coordinator then attempts to find a student to fill the need of the job. Afterwards, he reports back to the center if he could fill the job with one of his students or not.

To maintain information on the jobs that 1,600 employers may have to offer, the center has a computer print-out listing the name, address, and type of jobs each company has. Job titles also have a corresponding D. O. T. number. The companies are listed by identification number from the Standard Industrial Classification Manual. The first four digits of the number are the zip code area of the company. Copies of these print-outs are now available to staff members, and each teacher-coordinator has an abbreviated copy.

By having a computerized job information read-out, statistical data was provided to the school system as to where and what kind of jobs were available and which were overcrowded. This data was used for realistic career planning. Presently the WCAPS Bulletin provides similar data.

The center developed and has conducted mini-courses which in brief have the following objectives:

To assist students in:

1. developing realistic job goals
2. to know where and how to look for work
3. proper communications in job interviews
4. practicing possible approaches to self-evaluation in relationship to the world of work.

This mini-course drew favorable comments from students based on interviews conducted by the evaluators.

Objective D

With the exception of the WCAPS center operation, there was little evidence that other teacher-coordinators were enabled to handle larger loads of students. Teacher-coordinators did not fully participate and were not relieved of their job-seeking functions as proposed in the contract.

Several reasons for not achieving the objectives are offered here, but these are surmountable or not attributed to the project.

A. There is a reluctance on the part of some teacher-coordinators to give up their traditional ways of performing their services. They place their income over the benefits to students. (A sad commentary.)

B. The job market is tight and the teacher-coordinators and the service center are having to spend a lot more time finding jobs.

Objective E

An effective process of matching students and available jobs was followed by the WCAPS staff. While it was effective, it was time consuming and more in the traditional way of placing students. The computer services were minimal. It provided summaries of transactions and a relatively good directory for employer information.

The software in the form of manuals for setting up a computer placement system have great potentiality. Potential users from other counties were consulted by the evaluator to obtain evaluative feedback. It was concluded that Volume I by itself serves little to communicate the computer program, language or equipment to use.

Volume II has been reported to be of great assistance for those who would want to establish a computer placement service. It was

designed for a Memorex 50 using COBOL language. Transformations would be necessary for other equipment, but even then the materials are useful.

Objective F

The follow-up procedures as described in the interim annual report were practiced and improved. Many useful devices, forms, etc. will enable replication by others.

Records have been kept and feedback data was collected in terms of employee, employer satisfaction and other relationships which were useful for program improvement.

At the time of writing this report, no cost per placement formula or data were developed.

Summary

On November 6, 1975, the Advisory Committee reorganized plans and decided to abandon the futility of trying to achieve county-wide involvement of teacher-coordinators as planned in the project. Functioning from Western Vocational-Technical Center and involving a few cooperating schools were wise decisions, for more success was realized for the efforts exerted. This led to the production of new materials, programs for students, and employer contacts. The computer system has been developed and documented, but not fully integrated into the total project as planned. It is reasonable to believe that given another year this would be achieved. Those seeking to use the computer programs should be made aware that transformations to different systems may be necessary.

Emerging from this project is a replicable model which may be used in different settings where teacher-coordinators would be employed under a ten-month contract.

The Western Computer Assisted Placement Service will continue to function under local funds. A consulting staff and the excellent materials they developed will be available to others seeking to implement a similar program.

(This concludes the third-party evaluation.)

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS FOR THE FUTURE

Conclusions

All other things being equal, the development of this project justifies the conclusion that an area job-placement service can operate effectively and efficiently as a part of the organization of a vocational-technical center for the purposes of providing job-placement services to various categories or clients with the aid of a computer system for records management, summarizing, and reporting. This conclusion is warranted, in part, due to the expressed feeling that the project is a model that can be replicated. This feeling is further substantiated by the relatively high ratio of placements particularly among work-study clientele. Graduates--most of whom have had no formal vocational training--experienced successful placement in a variety of occupations.

Regarding the objectives set forth in the proposal, there was evidence that attempts were made to meet all of them. However, the nature of some rendered impossibility due to factors such as time element, practicality, feasibility, and previous status of cooperative education and the positions held by teacher-coordinators.

The aforementioned conclusion regarding the objectives was met with common consent at the Advisory Committee Meeting on April 1, 1976. More specifically, the conclusions made concerning the objectives appear on the next two pages.

CONCLUSIONS REGARDING OBJECTIVES

ORIGINAL OBJECTIVES	DISCUSSION	FUTURE OBJECTIVES
A. To serve as a job locating service to students for 1. career exploration through volunteer and paid limited duration positions 2. permanent placement for graduates and those terminating before completion of a program	A. 1. Successful, particularly with the Career Development Program (CDP). Continue to use. 2. Experienced success. Continue to use.	A. To serve as a job locating service to students for 1. career exploration through volunteer and paid limited duration positions 2. permanent placement for graduates and those terminating before completion of a program
B. To provide employers with a single source of initial contact with potential employees in the Southwestern Area of the county to facilitate 1. controlling the number of students sent to a specific job 2. making all area employers aware of school-sponsored work programs 3. centralizing the operation and administration of placement activities 4. improving relationships with potential employers	B. 1. There is control by MCAPS. 2. The newsletters meet this requirement 3. Questionable due to the impossibility of full centralization. Record keeping, rather than placement, was centralized as reflected by computerization.	B. To provide employers with a single source of initial contact with potential employees in the Southwestern Area of the county to facilitate 1. controlling the number of students sent to a specific job 2. making all area employers aware of school-sponsored work programs 4. improving relationships with potential employers

CONCLUSIONS REGARDING OBJECTIVES

continued from page 31.)

ORIGINAL OBJECTIVES	DISCUSSION	FUTURE OBJECTIVES
To gather and maintain current information on area job needs for 1. future career planning by students 2. future vocational-technical planning	C. 1. Are being met. 2. Are being met.	C. To gather and maintain current information on area job needs for 1. future career planning by students 2. future vocational-technical planning
To relieve job coordinators of job-seeking functions so that they may 1. provide students with closer job supervision 2. handle larger loads of students 3. facilitate the maintenance of records on student experiences and employer cooperation 4. work with employers to improve the quality of on-the-job learning	D. To modify by striking relieve and using assist. 1. Drop 2. Drop 3. Leave 4. Drop	D. To assist job coordinators in job-seeking functions so that they may facilitate the maintenance of records on student expereinces and employer cooperation
To improve placement of students by 1. making students aware of local employment demand 2. better matching of student potential and job requirements 3. emphasizing the exploratory nature of part-time placement	F. 1. Now doing 2. Now doing 3. Now doing	F. To improve placement of students b 1. making students aware of local employment demand 2. better matching of student potential and job requirements 4. emphasizing the exploratory nature of part-time employment

(continued from page 32.)

ORIGINAL OBJECTIVES	DISCUSSION	FUTURE OBJECTIVES
4. completely canvassing all opportunities for placement	4. Delete completely and all.	4. canvassing opportunities for placement
F. To determine effective methods of evaluating placement efforts by 1. conducting employer and employee follow-ups 2. tabulating the frequency of usage of para-professional personnel by students and employers 3. itemizing the cost per placement	F. 1. Being implemented 2. Questionable as to validity 3. Cannot be done immediately	F. To determine effective methods of evaluating placement efforts by conducting employer and employee follow-ups
G.	G. Add pre-employment training	G. To provide pre-employment training

During the course of operation, it was concluded that there are some rather strong factors that affect placement; they are as follows:

1. The extent to which procedures are developed and implemented
2. The cooperative efforts of all concerned
3. The support from school personnel
4. The acceptance and support from business
5. Other influences such as economic conditions and communications

Implications

To maximize the reasonable potential of a computer assisted job-placement service, the operation must be organized. Such organization should include rational and clearly stated objectives as well as an appropriate administrative structure that encourages the development of staff potential to the end that progress permeates. The utilization of a Management by Objective (MBO) plan effectuates the function of placement activities.

Recommendations

Listed below is a set of recommendations developed by Dr. George T. Gabriel, Dr. Ronald Koontz, Dr. Donald McBrien, and Mr. Bernard Barrett. This group of individuals was charged with this responsibility at the WCAPS Advisory Committee Meeting held on May 5, 1976.

Definitions

Placement Service: A process that includes pre-employment counseling and instruction, job placement and follow-up.

Job Development: All efforts made by school personnel to identify potential work stations for in-school (cooperative education students and school leavers, dropouts, graduates.)

Placement Center: The site at which regional placement services are coordinated. It is suggested that area vocational-technical centers/schools which have computer capability be utilized as these centers.

Recommendations. Recommendations for the future are enumerated as follows:

1. Placement service should be provided to all interested students, graduates, and dropouts. Placement service should be provided at the local school level. However, this placement should be coordinated on an area basis and might be directed from a vocational-technical facility that can provide computer assistance to the area placement service.

2. Placement centers should provide for both job development and placement assistance to all cooperative education students who are enrolled in the vocational-technical center/school. Placement center personnel should also work with the cooperative education personnel in all area secondary schools.

3. Placement centers should provide a variety of services to the waiver students who are attending area high schools. These services could include: job placement assistance, follow-up of placement relative to suitability and duration, and on-going communication with the waiver student's activities during his released time period.

4. Staffing of area placement centers should include personnel of varied backgrounds. Non-professional staff members can work effectively in these centers in such roles as job developer, feeder school liaison, and pre-employment training program leader.

5. Placement services are complex and must be adjusted to needs of students with varied backgrounds and interests. Therefore, these services would occur in phases that are consistent with the needs of the students to be served.

6. Job development activities in all Baltimore County Schools should be coordinated. There appears to be a variety of ways in which coordination may occur. Included as ways of insuring coordination are as follows:

   a. Administering all placement and job development programs by one central office. This office would provide supervision to both cooperative education programs and to all other placement services.

   b. Administering all cooperative education students by one office and all placement services by another office and require cooperation between both offices.

   c. Additional study should be conducted in this area. The efforts to effect this coordinated effort during the WCAPS project were, at best, minimal.

7. Placement services should be provided to ALL students and as such should be the responsibility of the Department of Pupil Services. This recommendation is supported by both the broad inclusiveness of the population to be served and upon the predominate services emphasis of existing cooperative education and placement programs. Additional staffing will be required with the Department of Pupil Services if this recommendation is to be accepted.

8. Development of both area placement centers and the county-wide coordination of work experience and placement programs needs to be phased into operation. For example, the first year of operation may focus upon vocational-technical students who are enrolled in the area vocational-technical center/schools and in the placement of all interested graduates within the area. The second year of operation could continue the first year's program and establish a closer coordination among existing work experience personnel. The third year of operation could continue the program development established during the first two years and establish more specific working relationships between all personnel involved in job development and placement. By the completion of a three-year period, a working relationship would be established among all work experience and placement personnel and would effect an efficient and effective job development and placement program.

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APPENDIXES

APPENDIX A

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

STUDENT INFORMATION FORM

DIRECTIONS FOR STUDENTS: Please complete lines preceded with an "X". Other lines will be completed by a member of the staff.

School Number (1-5)_____ Student Number (6-14)_____

X - Social Security Number_____

Last (15-35) First (36-50) M.I.

X - Name_____

Action (78)_____ A = Add C = Change "S1"

X - Mother's Name_____ Phone No. at Work_____

X - Father's Name_____ Phone No. at Work_____

Street (15-44) City (45-59) State (60-61)

X - Address:_____

Zip (62-66) Phone No. (67-73)

"S2"

X - Date of Birth (MM/DD/YY) (15-21)_____/_____/_____ Sex (22) M_____ F_____

X - Ethnic (23)_____ Black - B; Caucasian - C; Spanish - S; Oriental - O; Other - Y

X - Height (24-26)_____Ft. _____Ins. Weight (27-29)_____lbs.

X - Employment Preparation (30) _____ College Prep - 1; Business - 2; Vocational - 3; Other - 4

X - Expected Graduation (Year, Month - YY/MM) (32-35)_____/_____

INTERESTS - Pick 3 - Number your first interest 1: second interest 2; and third interest 3.

X - Write in number by choice:

(36-37) First Choice_____

(38-39) Second Choice_____

(40-41) Third Choice_____

(01) Apprenticeship_____
. In What Area_____
(02) Art_____
(03) Retail Clerk_____
(04) Construction_____
(05) Electronics_____
(06) Factory Work_____
(07) Food Services_____
(08) Hospital Work_____
(09) Nursing_____
(10) Hosp. Technician_____
(11) Maintenance_____
(12) Auto Services_____
(13) Mechnical_____
(14) Medical_____
(15) Office Work_____
(16) Photography_____
(17) Sales_____
(18) Service Station_____
(19) Sewing_____
(20) Landscaping_____
(21) Warehousing_____
(22) Engineering_____
(23) Other_____

X - (42) Do you have a job now? Yes(Y)____ No(N)____. If yes, what company?_____ _____ Type of work_____. If no, in what geographic area do you seek employment?_____ How far will you travel?_____miles.

X - (43) Do you have transportation? Yes(Y)_____ No(N)_____

X - (44) Are you interested in working? Part time (1)_____ Full time (2)_____

X - (45) Work experience. Less than 1 year (1)_____ 1 - 2 years (2)_____

X - (46-47) Going to College? Yes(Y)_____ No (N)_____. If yes, and you will be seeking employment, what type? Full time (1)_____ Part time (2)_____

X - (48) Would you like additional assistance in career planning? Yes(Y)____ No(N)____ 'S3'

X - COURSE WORK: From the list below, check the preparation courses you have taken or are taking.

(16) Shorthand_____
(17) Chemistry_____
(18) Physics_____
(19) Industrial Arts_____
(20) Bookkeeping_____
(21) Mechanical Drawing_____
(22) Typing_____
(23) Office Practice_____
(24) Home Economics_____
(25) Art II_____
(26) Others_____

X - (27-28) VOCATIONAL PROGRAMS: If you are in a vocational program, write the numbe in the following blocks (27)____(28)_____. If you have been in any others, please circle the program(s).

(29) C. O. E._____
(30) D. E._____
(31) C. D. P._____
(32) D. O._____
(33) C. O. P._____
(34) Child Care_____
(35) Horticulture_____
(36) Auto Body_____
(37) Auto Mechanic_____
(38) Carpentry_____
(39) Data Processing_____
(40) Cosmetology_____
(41) Commercial Foods_____
(42) Office Machines_____
(43) Machine Trades_____
(44) Medical Secretarial_____
(45) Printing_____
(46) Heating, Plumbing, Air____
(47) Sheet Metal_____
(48) Appliance Service_____
(49) Welding_____
(50) Commercial Art_____
(51) Drafting_____
(52) Electricity_____
(53) Clerical_____
(54) Secretarial_____
(55) Other_____

(79-80) 'S4'

TO BE COMPLETED BY PROFESSIONAL STAFF

Absence (49-58) 8th_____ 9th_____ 10th_____ 11th_____ 12th_____

Skills Inventory For: (79-80)
Typing 5 min. GWAM_____ Errors_____
Shorthand wpm_____ Errors_____
Keypunching KSPH_____ % accuracy_____

SI1274

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

STUDENT INFORMATION FORM

SCHOOL NO. 01 05

STUDENT NO. 06 14

NAME:

LAST 15 36

FIRST 37 50 MIDDLE INITIAL 51

Add=A
Change =C S 1 78 79 80

ADDRESS:

STREET 15 44

CITY 45 59

STATE 60 61

ZIP 62 66

PHONE 67 69 X 70 73

S 2 79 80

DATE OF BIRTH 15 20

PROGRAM CODES 23 24 25 26 27 28 29 30 31 32

S 3 79 80

COMMENTS:

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

EMPLOYER FORM

COMPANY NO.

ZIP 01 04 D. O. T. 05 07 SEQ. NO. 08 10

COMPANY NAME 11 40

SORT NAME 41 47

STREET ADDRESS 48 77

Add=A
Change=C E 1 78 79 80

CITY 11 25 STATE 26 27 TELEPHONE 28 30 X 31 34

COMPANY SIZE 35

PROGRAM CODES

36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59

60 61 62 63 BYLINES 64 65 66 67 68 69 70 71 72 73 74 75 E 2 79 80

CONTACT PERSON(S) AND TITLE _____

TYPE OF BUSINESS _____

MINIMUM AGE _____

EMPLOYMENT STATUS _____Full-time _____Part-time _____Both

W C A P S WILL...

- Provide a supply of future full-time employees.
- Reduce the cost of basic training.
- Provide job leads which will assist in placing youth into job positions that meet both employers' and students needs.
- Work closely with coordinators, counselors, and other school personnel.
- Work with local businesses to develop work stations for youth.
- Maintain computerized job bank files.

W C A P S WILL BE...

52

- Available on a year-round basis.
- Available to graduating seniors in specified schools.
- Available to school dropouts.
- Available to businesses and industries seeking employees.
- Available to students seeking part-time work expierence positions.
- A means of providing closer communications between the business world and the schools.

BOARD OF EDUCATION OF BALTIMORE COUNTY

COOPERATING BALTIMORE COUNTY SCHOOLS

Arbutus Junior High
Catonsville Junior High
Catonsville Senior High
Johnnycake Junior High
Lansdowne Senior High
Milford Mill Senior High
Randallstown Senior High
Woodlawn Junior High
Woodlawn Senior High
Western Vocational-Technical Center
Catonsville Community College

INVEST IN FUTURE GROWTH...

EMPLOY YOUTH.....

CALL US.....

Board of Education of Baltimore County

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

100 Kenwood Avenue
Baltimore, Maryland 21228
Phone: 788-7353

Office Hours: 8:30 - 4 p.m.
Year-round

APPENDIX D

Western Computer Assisted Placement Service

BOARD OF EDUCATION OF BALTIMORE COUNTY

COOPERATING BALTIMORE COUNTY SCHOOLS

Arbutus Junior High
Catonsville Junior High
Catonsville Senior High
Johnnycake Junior High
Lansdowne Senior High
Milford Mill Senior High
Randallstown Senior High
Woodlawn Junior High
Woodlawn Senior High
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INVEST IN FUTURE GROWTH...

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Year-round

APPENDIX D

Western Computer Assisted Placement Service

SERVING THE NEEDS OF:

STUDENTS

EMPLOYERS AND

THE COMMUNITY

WCAPS...

was established to systematize educational employment relations among Western Area Baltimore County Schools and the business community.

WORK EXPERIENCE PROGRAMS

Baltimore County Schools have a number of programs that help prepare students for entry level occupations. We try to couple this with on-the-job opportunities to further enhance their skills. Employers and students have found this placement to be most helpful.

These programs work with youth in many catagories. Their skills, intellectual interests and financial situations vary, just as in any other random population. The students come from junior high schools, senior high schools, vocational-technical schools and a community college.

Some of the students are able to work full-time during the day, full-time at night or part-time during the day or evening. WCAPS will try to match not only the skill to the job, but will also try to match the students hours with an employer's needs.

CAREERS...

that students explore are on the entry level. The followin occupational skill areas in which training is provided:

Agri-Business	Cosmetology	Medical
Assembling	Custodial	Office W
Auto Mechanics	Data Processing	Photogr
Body and Fender	Drafting	Printing
Bookkeeping	Electronics	Radio a
Building Maintenance	Food Preparation	Retail S
Carpentry	Food Service	Stenogra
Cashiering	Horticulture	Stock W
Child Care	Hostessing	Typing
Clerical	Key Punch Operation	Warehou
Commercial Art	Landscaping	
Construction	Machine Occupation	

There are also career development programs which afford t tunity to explore more professional choices. These include

Advertising	Fine Arts	Modelin
Architecture	Interior Design	Occupati
Civil Engineering	Law	
Display Craft	Ministry	

CATONSVILLE COMMUNITY COLLEGE PARTI

As part of the program WCAPS will work in cooperation wit Service, giving employers an even wider range of applicants

CCC has included in its regular college curricula over 30 which provide the needed skills for immediate employment i

CAREERS...

that students explore are on the entry level. The following is a partial list of occupational skill areas in which training is provided:

Agri-Business	Cosmetology	Medical-Secretarial
Assembling	Custodial	Office Work
Auto Mechanics	Data Processing	Photograghy
Body and Fender	Drafting	Printing
Bookkeeping	Electronics	Radio and Television
Building Maintenance	Food Preparation	Retail Sales
Carpentry	Food Service	Stenography
Cashiering	Horticulture	Stock Work
Child Care	Hostessing	Typing
Clerical	Key Punch Operation	Warehousing
Commercial Art	Landscaping	
Construction	Machine Occupation	

There are also career development programs which afford the student the opportunity to explore more professional choices. These include:

Advertising	Fine Arts	Modeling
Architecture	Interior Design	Occupational Therapy
Civil Engineering	Law	
Display Craft	Ministry	

CATONSVILLE COMMUNITY COLLEGE PARTICIPATES

As part of the program WCAPS will work in cooperation with the CCC Placement Service, giving employers an even wider range of applicants.

CCC has included in its regular college curricula over 30 career programs which provide the needed skills for immediate employment in the chosen field.

APPENDIX E

NEWSLETTER

JANUARY, 1976

COOPERATIVE OFFICE EDUCATION

Mr. Employer:

Are you looking for economy in the operation of your business?
Do you seek well-qualified secretarial help?
Do you need someone trained in office procedures and the use of office machines?

If your answer is YES to the above questions, we have a program for you in each of the Baltimore County High Schools to provide such personnel. Through the auspices of the Cooperative Office Education Program, students will be made available to you on a part-time basis. These senior students will be coming to you with a minimum of two years typing experience, several having stenographic skills. They will also have experience on a variety of office machines, telephone techniques, filing, and related office procedures.

In each high school, there is a Cooperative Office Education Program that operates on a half-day basis. As soon as senior students are adequately prepared, they are referred to employers to begin training each afternoon. In school, students will continue their English class and intensive typing and office machines instruction during the morning classes from September through May. Their school schedules should end at noon to allow them to report for afternoon employment.

A unique program is offered at Lansdowne High School to those students who wish to continue their shorthand instruction. In the first semester, they receive intensive pre-employment training in their business classes in addition to their regular academic subjects. During this time, they are also referred to paid jobs in the offices of leading Baltimore and metropolitan area firms. Actual employment, however, does not start until the second semester when they attend school and work on an alternate-week basis, two students being assigned to each training station. During the week students are in school, they have classes with their regular teacher.

Typical impressions from employers and students: Mr. A. D. Karfonta of Household Finance Corporation, "...I have found the students to be good employees and above all anxious to learn. The girls I have worked with have all shown concern toward the business and their work." Terri Klan, a secretary at Social Security Administration, said, "I think the COE program is very helpful and beneficial to students because it gives them on-the-job experience and training. Having a job during the school year also makes it possible to retain the same job after graduation."

FUTURE BUSINESS LEADERS OF AMERICA

The activities of the FBLA provide opportunities for business students to prepare for business and office occupations. Members of FBLA learn how to engage in individual and group enterprises, how to hold offices and direct the affairs of groups, how to work as representatives of youth organizations, and how to compete with their colleagues at the local and national levels. A major objective of FBLA is to develop self-confidence and aggressive business leadership so that future men and women can participate more effectively in business and community life of which they are an intergral part.

Coordinators in each school are always interested in talking with employers about the COE Programs. Please feel free to contact;

Susan Elsen, Lansdowne Senior High School	242-2049
Denzil Huff, Lansdowne Senior High School	242-2049
Genevieve Olds, Randallstown Senior High School	922-1937
Barbara Carney, Woodlawn Senior High School	265-1264

Phone: 788-7353

Western Computer Assisted Placement Service
Board of Education of Baltimore County
100 Kenwood Avenue
Baltimore, Maryland 21228

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Attention Personnel Manager

APPENDIX F

NEWSLETTER

AN EXPRESSION OF APPRECIATION **MAY, 1976**

As the 1975-76 school year nears its end, the students, faculty and staff at Western Vocational-Technical Center would like to express sincere gratitude for the splendid cooperation of hundreds of employers who share in making education at the vocational-technical level more realistic. Employers are to be commended for demonstrating interest in school-aged youth as evidenced by their employing students in work-study situations.

Additionally, thanks and special commendation are extended to employers--

. for evaluating the performance of work-study students and encouraging and assisting them to reach higher levels of occupational competencies.

. for cooperating and reciprocating with Western Computer Assisted Placement Service.

. for the helpful and considerate manner in working with teacher-coordinators.

. for expressing feedback and willingness to serve in advisory capacities on school committees.

DIVERSIFIED VOCATIONAL-TECHNICAL AREAS

Western Vocational-Technical Center prepares students in a diversity of career programs as follows:

AIR CONDITIONING AND REFRIGERATION
AUTO MAINTENANCE AND SERVICE STATION
AUTOMOTIVE MECHANICS
BODY AND FENDER
CARPENTRY
CHILD CARE
COMMERCIAL ART
COSMETOLOGY
DATA PROCESSING
DRAFTING
ELECTRICITY
ELECTRONICS
FOOD SERVICE
HORTICULTURE
KEYPUNCH
MAINTENANCE MECHANIC
MASONRY
MEDICAL SECRETARY
METAL TECHNOLOGY
OFFSET PRINTING
PHOTOGRAPHY
PLUMBING
TELEVISION AND APPLIANCE REPAIR
WELDING

OPPORTUNITIES FOR YEAR-ROUND JOB PLACEMENT

Whenever a student at Western Vocational-Technical Center advances to the consistent demonstration of skills, knowledges, and attitudes which meet entry-level requirements in his or her career programs, the student is recommended for work-study. Work-study scheduling is so flexible at Western Center that it is possible for students to work on a half-day, alternate-week, or full-time basis. Since individual students advance to meeting the requirements for entrance into the world of work at different times throughout the year, some students are available to commence their work-study experiences during July and August in addition to the normal school months of September through June.

788-7353--A CONVENIENT NUMBER TO CALL

If you are looking for entry-level employees with educational backgrounds in the aforementioned areas, kindly call **788-7353**. Any of the following persons will be most happy to take your job order:

Constance Brown, Manager
Karen Neugebauer, Job developer
Linda Schroeder, Job Developer
Carol Tabeling, Job Developer

Western Computer Assisted Placement Service
Board of Education of Baltimore County
100 Kenwood Avenue
Baltimore, Maryland 21228

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Attention Personnel Manager

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE Date: 2/4/76

INITIAL EMPLOYER FOLLOW-UP REPORT OF GRADUATE JOB PLACEMENT BASED ON QUESTIONNAIRE RETURNS APPENDIX G

Job Titles	Still Employed	Strengths	Resigned	Laid Off	Dismissed	Poor Work Habits	Attitude	Appearance	Wants More Contact	Will Use Again	W/S Next Year	Comments
Programmer-Clerk	X											Too early to rate
Pressman Trainee	X								No	Possi-bly		Had no training in this area
File Clerk	X	Dependable Eager							No	Yes	No	
Computer Operator	X								No	Yes	No	Pleased to have her
Delivery Man			X						Yes	Yes	Yes	More contact under certain conditions
Stock Clerk					X		X		Yes	Yes	Yes	Wants people over 18 years old
Shop Helper	X	Punctual Honest Reliable							No	Yes	No	
Stock Person	X								Yes	Yes	Yes	Would have no worries if all employees were like this person
Salesperson			X						Yes	Yes	Yes	Will call when more help is needed
Dietary Aid	X								Yes	Yes	Yes	One of their best workers
Customer Service Rep.	X	Good Worker Punctual Pleasant								Yes		Aversion to speaking to customers

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

Date: 2/4/76

INITIAL EMPLOYER FOLLOW-UP REPORT OF GRADUATE JOB PLACEMENT BASED ON QUESTIONNAIRE RETURNS

Job Titles	Still Employed	Strengths	Resigned	Laid Off	Dismissed	Poor Work Habits	Attitude	Wants More Contact	Will Use Again	W/S Next Year	Comments
Electronics Tech.	X	Reliable Character Able to learn						Yes	Yes	No	
Electronic Tech.	X	Reliable Character Able to learn						Yes	Yes	No	
Keypunch Operator	X	Attendance Effort Able to learn							Yes	No	
Technician	X	Conscientious Dependable Eager to learn						Yes	Yes	Yes	
Keypunch Operator			X					Yes	Yes	No	Left for other employment
Secretary	X	Quick to learn Excellent Personality						Yes	Yes	Yes	Highly recommend work/study program to others
Auto B & F Repairer			X			X	X	Yes	Yes	No	
Cook			X					Yes	Yes	Yes	
Bus Boy	X	Punctual Quick, Accept Resp. well						Yes	Yes	Yes	

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

Date: 2/4/76

INITIAL EMPLOYER FOLLOW-UP REPORT OF GRADUATE JOB PLACEMENT BASED ON QUESTIONNAIRE RETURNS

Job Titles	Still Employed	Strengths	Resigned	Laid Off	Dismissed	Poor Work Habits	Attitude	Appearance	Wants More Contact	Will Use Again	W/S Next Year	Comments
Printer's Helper	X								No		No	Slow work season now
Clerk-Typist	X	Willing to learn Enthusiasm							No	Yes	No	Enthusiasm is a great example to all of us
Draftsman				X					Not now	Yes	No	
Stock Person			X						Yes	Yes		Will call when more help is needed
Clerk-Typist	X	Initiative Conscientious Dependable								Yes	No	
Cashier-Clerk	X	Dependable Intelligent							Yes	Yes	No	
Salesperson			X									Gave no notice of resignation. Will call when help is
Auto B & F Repairer			X			X	X		Yes	Yes	No	
Printer's Helper	X	Excellent							Yes	Yes	Possibly	Appreciate your help and interest

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

BOARD OF EDUCATION OF BALTIMORE COUNTY
100 Kenwood Avenue
Baltimore, Maryland 21228
Phone: 788-7353

BULLETIN

February, 1976

WCAPS JOB OPENINGS JANUARY, 1975

Occupational Title	Number of Openings
Bookkeeper	1
Bookkeeping Clerk	1
Carpenter	3
Clerk	1
Clerk-typist	1
Dental Assistant (voluntary)	2
Gas Station Attendant	1
Hostess	1
Keypunch Operator	1
Kitchen Helper	1
Laborer	1
Legal Secretary	1
Mail Clerk	1
Nurse Aid	1
Paper Wrapper	1
Receptionist-typist	1
Salesperson	1
Secretary	8
Stenographer	1
Wire Installer	1
Typist	2
Warehouseman	1

Pertaining to the above job openings, there were twenty-two referrals to graduates, and fourteen referrals to teacher-coordinators. Fifty-seven percent of the referrals to coordinators resulted in job placements, and twenty-seven percent of the referrals to graduates resulted in job placements

The **Bulletin** is published by the Board of Education of Baltimore County, Western Computer Assisted Placement Service.

Joshua R. Wheeler, Superintendent
Kenneth H. Smith, Co-Director
George T. Gabriel, Co-Director
Constance Y. Brown, Manager-Editor
Lucille M. Novasio, CompuWriter Operator
Layout Technician-Compositors and Press Operators, Students at Western Vocational-Technical Center

DID YOU KNOW THESE FACTS?

- WCAPS uses the Memorex 50 Computer System in the Data Processing Department at Western Vocational-Technical Center.
- The computer is used to maintain student and employer files.
- As of February 17, 1976, there were 1,484 employers on computer tape.
- Currently, the employers are categorized according to 275 Standard Industrial Classifications (SIC). (The SIC defines industries in accordance with the composition and structure of the economy.)
- The computer is programmed to list employers alphabetically or by zip code location.
- Each job referral is considered a transaction.
- A computerized transaction report displays the school number, student or coordinator number, student or coordinator name, employer number, job number, job DOT, initiator code, transaction date, result code, student group, full-time or part-time code, hours per week, and the pay rate.
- The transaction report dated February 10, 1976, has 1,086 transactions.
- Returns on graduate placement questionnaires from employers reveal 66 percent still employed.
- The same questionnaires show 93 percent of the employers will use WCAPS again.
- So far, 51 prospective June, 1976 graduates have registered for assistance in obtaining full-time, permanent employment upon graduation. As graduation time grows nearer, registration rates tend to multiply.

EMPLOYER FOLLOW-UPS YIELD FIFTY-THREE PERCENT RETURNS

A survey in January indicated that sixty percent of employers who hired graduates had been sent questionnaires. Approximately fifty-three percent of those questionnaires had been returned by the beginning of February.

Employer responses provide tremendous input for placement service operation. Additionally, the feedback can be used for curriculum planning.

Shown below is a replica of an employer follow-up form.

Mr. Employer:

We are interested in helping young people become more productive employees. Your cooperation will help us to achieve that goal!

ALL INFORMATION WILL BE KEPT CONFIDENTIAL

Is this individual still employed by you?

_____

If employed, what strength(s) does this person demonstrate?

_____

If this person is no longer employed by you, please check the section below:

RESIGNED____ LAID OFF____ DISMISSED____

If dismissed, please check the section below:

Poor work habits____ Attitudes____
Attendance____ Appearance____

Would you like more contact from us? Yes___ No___

Will you use our service again? Yes___ No___

Are you interested in a school work/study program during the next school year? Yes___ No___

Whom should we contact for future dealings?_____

COMMENTS:_____

_____

_____

THANK YOU FOR YOUR ASSISTANCE.

, Job Developer
WESTERN COMPUTER ASSISTED PLACEMENT SERVICE
BOARD OF EDUCATION OF BALTIMORE COUNTY
788-7353

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

BOARD OF EDUCATION OF BALTIMORE COUNTY
100 Kenwood Avenue
Baltimore, Maryland 21228
Phone: 788-7353

BULLETIN

April, 1976

PROSPECTIVE 1976 GRADUATES SEEK JOB PLACEMENT ASSISTANCE

As early as January, 1976, WCAPS job developers began some of their visitation schedules for the purpose of registering and interviewing seniors who desire full-time, permanent employment after graduation.

The five participating senior high schools designate a portion of one day a week to accommodate WCAPS. Individual students register for service by completing a WCAPS Student Information Form. Also, the student experiences a pre-employment interview, during which time the interviewee's strengths are observed. This pre-employment interview provides an opportune time to individualize success factors of an actual job interview.

The 1975-76 interview schedule is reflected in the chart below.

SCHOOL VISITATION SCHEDULE FOR INTERVIEWS
Leading to Job Placement for June 1976 Graduates Seeking Full-Time Employment

Schools	Regular Days Each Week	Job Developer
Catonsville Senior High	Friday (effective Feb. 6)	Carol Tabeling Karen Neugebauer
* Lansdowne Senior High	Wednesday (effective Feb. 11)	Carol Tabeling
* Milford Mill Senior High	Monday (effective Jan. 25)	Linda Schroeder
Randallstown Senior High	Tuesday (effective Jan. 6)	Linda Schroeder
Woodlawn Senior High	Tuesday (effective Mar. 2)	Karen Neugebauer

* These schools have a **Mini Course**.

The First Course Session at **Lansdowne Senior** - January 28, 1976

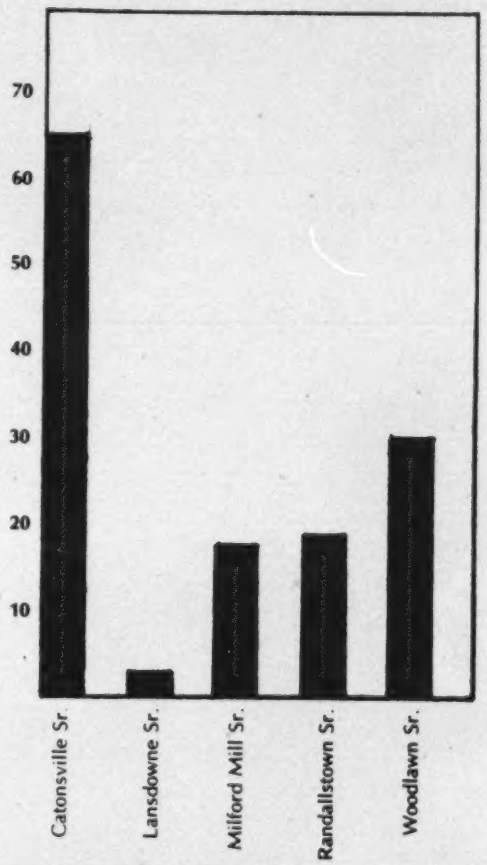
The First Course Session at **Milford Mill Senior** - January 9, 1976

(cont'd col. 2)

(cont'd from col. 1)

As of March 31, one hundred thirty-five seniors had registered for service. Given below is a graphical presentation of the seniors registered by schools as of the aforementioned date.

Prospective 1976 Graduates Seeking full-Time, Permanent Employment Registration by Schools As of March 31, 1976



A Bicentennial Event

It occurred during the Bicentennial Year on Tuesday, April 6. **WCAPS** moved from the trailer to the school building.

VISIT SOON.

MILFORD MILL STUDENTS RESPOND FAVORABLY TO MINI COURSE

Students at Milford Mill Senior High School responded favorably to the Pre-Employment Mini Course which was under the joint sponsorship of WCAPS and Milford's Guidance Department. During the last session which was held on March 29, the twelve students present were given an opportunity to evaluate the Mini Course.

The evaluative questionnaire and a tabulation of student responses follow. Purposely, the students were not requested to give their identity.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

PRE-EMPLOYMENT MINI COURSE EVALUATION

Responses from 12 Students

School: **Milford Mill Senior High School** Date: **March 29, 1976**

STUDENT RESPONSES

INSTRUCTIONS A

Please circle the choice that represents the way you feel about the Pre-Employment Mini Course. You may circle more than one if necessary.

1. The Pre-Employment Mini Course was
   - a. too long 0
   - b. too short 5
   - c. about right 9

2. The information was
   - a. helpful 8
   - b. most helpful 4
   - c. not helpful 0
   - d. useless 0

3. The topics were
   - a. boring 0
   - b. informative 7
   - c. presented well 6

4. In the future, there should be
   - a. more discussion 3
   - b. less discussion 0
   - c. the same amount of discussion 9

5. In the future, there should be
   - a. more films, filmstrips and tapes used 3
   - b. less films, filmstrips and tapes used 0
   - c. the same amount of films, filmstrips and tapes used 9

6. In the future, there should be
   - a. more people from business serving as speakers and discussion leaders 8
   - b. less people from business serving as speakers and discussion leaders 0
   - c. about the same amount of people from business serving as speakers and discussion leaders 4

INSTRUCTIONS B

Give brief answers to the following questions.

1. What topics do you think were most helpful?
   - All topics 3
   - Job information 1
   - Job hunting 1
   - How to keep the job 2
   - Filling out an application 1
   - What employers look for 1
   - Appearance 1
   - Applying for a job 2
   - How to write a resume 1
   - Interview preparation 4
   - Making a good start 2

STUDENT RESPONSES

2. What topics do you think were least helpful?
   - None 6
   - How to fill out an application 1

3. What other topics should have been covered?
   - Employer-employee relations 1
   - All important things were covered 2
   - Different job opportunities 1

4. Do you think the Pre-Employment Mini Course should be made available to all students?
   - Yes 8
   - No 1
   - Very helpful 1
   - If they feel they need it 1
   - Yes/No, it would lose its impact 1

5. Would you recommend the Pre-Employment Mini Course to an underclassman?
   - Yes 8
   - No 1
   - No, they would not appreciate it as much 1

6. Are you working now?
   - Yes 7
   - No 5

7. Do you want help from WCAPS in finding a job?
   - Yes 5
   - No 6
   - Sounds good to me 1

8. Have you tried to find a job--
   - a. by phoning companies? Yes-1 No-5
   - b. by filling out applications? Yes-6 No-3
   - c. by going for a job interview? Yes-2 No-6
   - d. by contacting friends, relatives, or people who are working? Yes-5 No-0

Comments from one student:

Thank you. It should be longer, or I wish I could take it again.

- * -

A word of thanks to all for their beautiful cooperation.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

BOARD OF EDUCATION OF BALTIMORE COUNTY
100 Kenwood Avenue
Baltimore, Maryland 21223
Phone: 788-7353

BULLETIN

MAY, 1976

COMPUTERIZATION

Western Computer Assisted Placement Service (WCAPS) is indeed fortunate to have the use of the Memorex-50 Computer System in the Data Processing Department at Western Vocational-Technical Center. The computer system adds much sophistication to file maintenance and report generation. Also, the accounting system for the school job-placement service parallels, to a great degree, present-day business accounting systems. This is another progressive image in education that Baltimore County can proudly boast.

Computerized Files

The basic computer files are as follows:

1. **Student File**—This file contains all of the students who have registered for service and, thus, have encountered a pre-employment interview. Student names, addresses, phone numbers, home school and numbers, dates of birth, and job-related courses and programs are computerized.
2. **Employer File**—This file contains pragmatic data about each employer. This information includes the employer name, address, and telephone number; the Standard Industrial Classification (SIC) Code; company size according to the number of employees; and the program areas in which there are opportunities for job placement. Prime contact persons are also listed for some employers.
3. **Program Maintenance File**—This is a codes file. Codes have been established for coordinators, employers, job descriptions, student groups, school job-related courses and programs, job referrals, hires, and why clients are not interested in a specific job.

Computerized Reports

The following computerized reports have been developed:

1. **Transaction Report**—This report is a composite of the transpirations during the disposition of job orders. A single transaction reflects such items as student or coordinator name number and school; employer number; job order number; job description code; job order initiator code; transaction and result dates; referral and result codes; student-group code; full-time or part-time code; and the rate of pay.
2. **Result Report**—This report is an outgrowth of the transaction report; it is a summary report.

(cont'd col. 2)

EMPLOYER-INITIATED JOB ORDERS

The following table is indicative of the job orders which employers called in to WCAPS during the months of March and April, 1976.

Job Title	Frequency
Carpenter	2
Cashier-Restaurant Helper	1
Clerk-Typist	4
Food Preparer	1
Instrument Repair Trainee	1
Keypunch Operator	5
Kitchen Helper	1
Painter	2
Secretary	1
Service Assistant-Clerk	1
Service Station Attendant	1
Stock Clerk-Salesperson	1
TV Parts Person	1
TV Repairer	1
Transportation Agent	1
Typesetter	1
Typist	1

(cont'd from col. 1)

The report summarizes by program within each school the number of job referrals to students and to coordinators, the number not interested, and the hires and the non-hires. The report displays school totals as well as grand totals.

3. **Reason Report**—This report, too, is a summary report. It reflects by program within each school the number of clients who were not interested in a specific job opening for various reasons. The not-interested reasons are too far, under skilled, unacceptable reason, no transportation, over skilled, no response, unacceptable salary, unacceptable hours, and has job.
4. **Occupational Placement Report**—This report is also a summary report. It spells out the job-description categories and indicates the number of student and coordinator hires as well as the non-hires in prescribed occupational areas. These data are arranged by school. Grand totals are also displayed.

WESTERN COMPUTER ASSISTED PLACEMENT SERVICE

PARTIAL JOB PLACEMENT REPORT

Schools and Coordinators	Sept. 1, 1974 thru May 31, 1975		June 1, 1975 thru April 26, 1976	
	REFERRALS	HIRES	REFERRALS	HIRES
Sudbrook Junior High				
Work/Study				
Reuwer, Donald	0	0	6	0
Woodlawn Junior High				
Work/Study				
Prunty, Charles	10	5	0	0
Catonsville Senior High				
Work/Study				
Andrion, Henry	6	0	11	6
Graduates	14	2	81	8
Waiver	0	0	2	1
Totals	20	2	94	15
Lansdowne Senior High				
Work/Study				
Blough, Brooke	2	0	1	0
Budelis, Edward	4	1	4	0
Shea, Thomas	1	0	5	1
Eisen, Sue	4	0	9	5
Huff, Denzil	4	1	11	7
Hoover, Gene	1	0	0	0
Schafke, Harold	9	2	2	1
W/S Totals	25	4	22	14
Graduates	6	4	90	10
Dropouts	0	0	2	0
Combined Totals	31	8	114	24
Milford Mill Senior High				
Work/Study				
Mossovitz, Mel	4	2	18	2
Graduates	5	2	64	9
Waivers	0	0	2	1
Totals	9	4	84	12
Randallstown Senior High				
Work/Study				
Olds, Genevieve	8	1	7	4
Graduates	16	1	25	8
Waivers	0	0	3	0
Totals	24	2	15	12
Western Vocational-Technical Center				
Work/Study				
Burch, Kenneth	20	5	19	9
Grace, Richard	2	1	26	17
Tarr, Gaylord	3	1	2	2
Eney, William	87	53	29	8
Hammond, Walter	11	8	20	7
Ramirez, Caroline	7	5	1	0
Phoebus, Raymond	36	18	0	0
W/S Totals	166	91	97	43
Woodlawn Senior High				
Work/Study				
Romeo, Rocco	7	1	6	1
Carney, Barbara	8	4	0	0
Kaminski, Louis	4	3	4	0
O'Donnell, James	6	6	2	2
Dillon, James	1	1	0	0
W/S Totals	26	5	12	3
Graduates	19	3	102	17
Dropouts	0	0	2	1
Combined Totals	45	18	116	21